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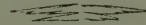
THE
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF CANTON,
FOR THE YEAR ENDING FEBRUARY 28, 1881.

SCHOOL COMMITTEE:

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| J. MASON EVERETT, | JESSE FENNO, |
| GEO. F. SUMNER, | THOMAS LONERGAN, |
| JOSEPH W. WATTLES, | VIRGIL J. MESSINGER, |
| ARTHUR C. KOLLOCK, | FRANK R. BIRD. |
| JOHN EVERETT, | |

SUPERINTENDENT OF SCHOOLS,
GEORGE I. ALDRICH.

TO THE ABOVE IS ADDED THE
REPORT
OF THE
TRUSTEES OF THE PUBLIC LIBRARY.



BOSTON:
WILLIAM BENSE, PRINTER, 35 CONGRESS STREET,
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R E P O R T.

THE School Committee of Canton herewith submit their Annual Report :

THE SCHOOLS NAMED.

The several schools of the town which have heretofore, with one exception, been designated by number only, have been named as follows :—

- No. 1. THE ELIOT SCHOOL.
- No. 2. THE PONKAPOAG SCHOOL.
- No. 3. THE CRANE SCHOOL.
- No. 4. THE YORK SCHOOL.
- No. 5. THE SHERMAN SCHOOL.
- No. 6. THE REVERE SCHOOL.
- No. 7. THE GRIDLEY SCHOOL.

These names were selected after careful consideration by the Committee, and among others, for the following reasons : The Eliot school-house stands near the spot where John Eliot is claimed to have preached to the Indians of this neighborhood.

The Ponkapoag school takes a title that both designates its locality and commemorates the Indian tribe, not yet en-

tirely extinct, that formerly occupied and owned a large portion of the territory now known as Canton.

The Crane school building stands upon land formerly the homestead of Gen. Elijah Crane, for many years closely identified with the public affairs, both civil and military, of this part of the State.

The York school takes its name from its location.

The Sherman school house stands near the farm once owned and occupied by the father of Roger Sherman, a member of the Continental Congress, one of the signers of the Declaration of Independence and afterwards a United States Senator.

Roger Sherman was born in Newton, April 19, 1721. His father removed to Stoughton, (now Canton,) in 1723, when Roger was about two years old, and as the record shows that Roger left Stoughton (now Canton,) and went to Connecticut in 1743, it seems fair to presume that he was some twenty years a resident, with his father, on what is now the Town Farm.

The Revere school is named for the illustrious patriot, Paul Revere, who early became identified with the history of that part of our town.

The Gridley school had already received its name at the hands of the people residing in that district when the present school house was built. So much has been recently written, said and done, in this town, to rescue the fame of Col. Richard Gridley from oblivion, that it seems unnecessary to do more than to point to the record as it appears upon the monument so recently erected by the citizens of the town to commemorate his patriotic services.

MILTON AND CANTON.

In their report of last year the Committee recommended sharing, on satisfactory terms, the services of the Superin-

tendent, with the town of Milton. It was claimed that only by such an arrangement could the efficient services of our present Superintendent be retained, and that although the time devoted to supervision of our schools would be somewhat reduced, the expenses would be reduced also, and that the practical results obtained would be equally satisfactory. The plan was carried out substantially as suggested in the last report. Milton elected Mr. Aldrich as her Superintendent of Schools, at a salary of \$1100. per year, and Canton did the same. The plan has now been in operation a year, and though it may yet be too early to pronounce a decided verdict, nothing has thus far occurred to cause the Committee to question the wisdom of the plan. The experiment has the merit of entire novelty. It affords the first instance, it is believed, of two towns electing and supporting a joint superintendent, and as such is watched with interest, not alone by the citizens of Milton and Canton, but by school officers and school men in various parts of the State. Letters of inquiry as to the working of the plan, show this, and our example has, very recently, been followed by two other towns and is under contemplation in several more. Should the successful issue of this experiment furnish a practical solution of the vexed question, how to secure competent supervision for the poorer and smaller towns of the State, as seems not improbable, the beneficial effects upon the educational interests of the State would be very marked.

In this connection it is interesting to note the progress of the experiment as viewed by the Milton Committee, and expressed in their report.

* * * "But, while making allowance for the novelty, and, so to speak, the greenness of the experiment, the Committee is more than content with its results. So far as yet appears, they are entirely satisfactory. The Committee see no reason why the experiment may not be completely successful. They

feel strong in commending to their successors the continuing of the experiment. They earnestly recommend to the town to do what it may to give the experiment of supervision, under its present auspices, the most thorough and effective trial. Only on such a basis can the Superintendent do for the schools the best that it is in him to do. He, like every teacher, will work best when in a generous relation to those whom he seeks to serve. The Committee cordially commend to their fellow-citizens, as well as to their successors in office, both Mr. Aldrich and his work. He has but begun his work. He has already done valuable service. He has done something to bring the Committee into more practical relations to the financial department of its duties, and help it to a clearer view of the work it has to do. They are indebted to him also for showing, by a simple, clear, and generally applicable test, some of the defects and needs of the schools. Their relations to him have uniformly been of the pleasantest kind. They believe that his relations to both teachers and scholars, and his general influence in the schools, are excellent."

SUPERVISION.

A large part of the reports of this Committee for three years past has been devoted to this topic, and without repeating what has already been said they would refer to those reports as containing substantially what they would say to-day. The evidence accumulates from year to year, that Canton, raising less money per child of school age, including the cost of supervision, than the average for the County or State, is obtaining results not alone above the average but in some respects equal to the best. This is written in no boastful spirit and not without the conviction resting upon our minds that our schools are still very far from what they should be. It is written rather to enforce the statement that under our present plan of skilled Supervision we are working in the direction of true economy, which will be satisfied with nothing less than a hundred cents return in results for every dollar expended.

HIGH SCHOOL.

The admissions to the High School in June were twenty-five, thirteen from the Crane and twelve from the Eliot school.

The graduating exercises of the Class of 1880, took place at Memorial Hall, June 25, and Diplomas were awarded to the following

GRADUATES :

PERCY METCALF LEAVITT. SAMUEL MEADOWS.

ISAAC CHESTER HORTON. DAVID FINIGAN.

ELLEN CLARKE. AUGUSTUS HERMAN GILL.

ANNIE SHERMAN MACKINTOSH.

Miss Angenette Wiswall was a member of the Class during the whole four years, but though diligent in her application even beyond her strength, as it now appears, was unable through failing health, to complete the course so as to receive a diploma. She deserves however honorable mention for her excellent record as a member of the school and the Committee greatly regret that owing to a misunderstanding, these facts were not stated as they should have been at the time of graduation. Assurance was given her before leaving the hall that as soon as a minimum amount of work had been done, so as to verify the statement in the diploma that the course of study had been completed, a diploma would be awarded, and had her health permitted, it would have been an easy matter to have complied with these conditions. As it is, the Committee desire to express their appreciation of her earnest efforts, their hearty sympathy with her in her sickness, and their earnest hope for her speedy recovery.

An account of the graduating exercises of the Grammar schools will be found in the Superintendent's report.

ATTENDANCE.

Up to the beginning of February, the attendance was better than last year. Since that time the prevalence of measles has had the effect to reduce the attendance to such a degree as to show a slight decrease in the attendance for the year as compared with last year. Several of the schools have been almost entirely broken up and many children have not yet returned to school. Under these circumstances it may prove advisable to postpone the usual public days until the beginning of the next term in April.

Much doubt and confusion has attended the interpretation of the Statute regulating the employment of children. This difficulty has been largely removed by an act of the Legislature, which took effect April 25, 1880, prescribing a uniform certificate to be furnished by the Secretary of the Board of Education and approved by the Attorney General, and also by an opinion of the Attorney General to the effect that there must be a continuous school attendance of twenty weeks each year *before* any child between ten and fourteen years of age can be employed.

ESTIMATES FOR 1881.

In making up the estimates for the coming year, the Committee have included nothing that did not seem absolutely necessary to the economical administration of the schools. The Eliot and the Revere school buildings need painting. The Ponkapoag and Sherman are sorely in need of out-buildings. Several of the schools need maps and globes. It will be necessary to remove and set up in another place, the partition between Mr. Owen's room and the small rooms adjoining, and the new primary school at the Massapoag house must be supported.

The Committee estimates the expenses for 1881 as follows :

| | |
|--|-------------|
| For teachers' salaries, fuel and care of school-rooms, | \$11,500 00 |
| For repairs, incidentals, supplies and supervision, | 2,700 00 |
| | <hr/> |
| | 14,200 00 |
| Estimating School Fund and dog tax at | 600 00 |
| | <hr/> |
| We have a balance to be appropriated of | \$13,600 00 |

The Committee recommend that they be authorized to expend \$400. of the school appropriation, either in the support of the York school or in transporting the children to the Eliot school, as in their judgment may seem best.

| | | |
|--------------------|---|----------------------|
| J. MASON EVERETT, | } | SCHOOL COMMITTEE. |
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| THOMAS LONERGAN, | | |
| V. J. MESSINGER, | | |
| FRANK R. BIRD, | | |
| JOHN EVERETT, | | |

REPORT OF SUPERINTENDENT.

To the School Committee of Canton :

The following is presented as my third annual report :

STATISTICS.

| | |
|---|--------------|
| Population of Canton, by State census, 1880, | 4523 |
| Valuation, | \$3,087,814. |
| Number of children between five and fifteen years of age, May 1, 1880, | 939 |
| Number of Schools, | 18 |
| “ “ Teachers, | 22 |
| Whole number of pupils registered during year, | 1,002 |
| Average number belonging, | 732.8 |
| Average daily attendance, | 687.4 |
| Ratio of attendance to average number belonging, | .93 |
| Sum appropriated for each child between five and fifteen years, for 1879-80 | \$11.56 |
| Average cost for each child between five and fifteen for [the State, being | \$13.53 |
| “ “ “ “ “ “ “ County, “ | \$14.16 |
| Percentage of valuation appropriated to schools, 1879-80 | .003.53 |
| Average daily attendance of pupils for ten years : | |
| 1870-71 | 599 |
| 1871-72 | 584 |
| 1872-73 | 575 |
| 1873-74 | 608 |
| 1874-75 | 616 |
| 1875-76 | 651 |
| 1876-77 | 662 |

| | | | |
|---------|---|---|-----|
| 1877-78 | . | . | 659 |
| 1878-79 | . | . | 646 |
| 1879-80 | . | . | 688 |

A detailed statement of expenditures will be found at the close of this report.

CONNECTION WITH MILTON.

Canton and Milton were the first towns in the State to place their schools under joint supervision. Two other towns have already followed their example, and others are contemplating a similar measure. To afford the Committee, and also the citizens of Canton, some information in regard to the schools thus brought into connection, the following table is presented.—

| CANTON. | No. of Teachers. | Av. No. belonging. | MILTON. | No. of Teachers. | Av. No. belonging. |
|------------------------|------------------|--------------------|----------------------|------------------|--------------------|
| { High..... | 2 | 48.7 | High..... | 2 | 34.2 |
| { Eliot Grammar..... | 2 | 44.8 | Centre..... | 2 | 52.2 |
| Eliot Int. and Pr..... | 2 | 73.8 | East..... | 4 | 123.1 |
| Ponkapoag..... | 1 | 28.2 | Mattapan..... | 1 | 31.2 |
| Crane, with annex..... | 10 | 341.1 | North..... | 3 | 69.6 |
| York..... | 1 | 16.3 | Pleasant Street..... | 2 | 47.7 |
| Sherman..... | 1 | 38.4 | South..... | 1 | 29.1 |
| Revere..... | 2 | 83.6 | West..... | 2 | 57.7 |
| Gridley..... | 2 | 70.6 | | | |
| Totals . . | 22 | 745.5 | Total, . . . | 17 | 444.8 |

Av. No. of pupils to a teacher, 33.8

Av. No. of pupils to a teacher, 26.1

From the above figures it appears that the two towns occupy sixteen buildings, employ thirty-nine teachers, and that the schools have an average membership of 1190.3 pupils.

From the Gridley school in Canton to the North school in Milton, which is located nearest to Milton Lower Mills, is a distance

of about nine miles ; from the York school to the East Milton school is about eight miles. From these distances some notion may be had of the amount of travel that has been necessary in order that all the schools might be frequently reached. The schools of the two towns have been treated substantially as if they belonged to one. No formal division of time has been attempted, but each day employed as circumstances seemed to demand.

NEW SCHOOL.

In the report of last year your attention was called to the overcrowded condition of Miss Silloway's room in the Crane School, and to the urgent need of further accommodation, To meet this demand a room was secured in the Massapoag House, fitted up for a school-room, and opened on May 17, 1880. During the eight months of its existence the average membership of the school has been :—

| | | |
|-----|--------|------|
| 1st | month, | 48.5 |
| 2nd | " | 51. |
| 3rd | " | 54.7 |
| 4th | " | 55. |
| 5th | " | 47. |
| 6th | " | 45. |
| 7th | " | 50.5 |
| 8th | " | 43.5 |

These figures, together with the fact that the four other primary schools have been as large as could be easily managed, show conclusively the wisdom of creating the additional school. As was suggested last year, the improvement in results obtained has been more than sufficient to outweigh the additional expense. Reference to the Financial Statement will give detailed information in regard to the appropriation for this school.

FURNITURE.

Last year's report also showed the necessity of re-furnishing the Sherman School. April 30, 1880, the ten old benches were removed, and their places filled with single desks of the most ap-

proved pattern. The improvement in the appearance of the room is great, and the work of the room goes on with increased comfort and convenience to both pupils and teachers. There can be no reasonable doubt of the wisdom of the expenditure involved in this improvement.

MINOR IMPROVEMENTS.

In addition to new furniture, the Sherman School has also been equipped with a large supply of black-board surface of the best possible quality. These black-boards have been brought near the floor, so that they may be reached by the smallest children. A similar improvement has been made in the Gridley school: the black-boards of the Primary school being entirely replaced, and those of the Intermediate school greatly improved. This improvement will in a short time pay for itself in the decreased expense of providing erasers and crayon. Two large Eldorado heaters have been placed in the Revere School, and coal substituted for wood as fuel. Here also the decrease in the expense of warming the building will shortly pay for the new stoves. During the year the yard of the Ponkapoag School has been greatly improved by grading, and that of the Eliot School by the setting of trees. Two new stoves have taken the place of two old ones in the Crane School, and a storm porch has been built about the entrances on the east side of the building.

TEACHERS' CONVENTION.

On May 14th and 15th, 1880, the 33d annual meeting of the Norfolk County Teachers' Association, was held in Memorial Hall. The attendance on Friday was large. Instead of sending visitors to various parts of the town to dine, a collation was provided in the lower halls by the ladies of Canton, and this occasion is taken to acknowledge their great services in providing the dinner, and their courtesy in opening their homes to such visitors as spent the night in town.

GRAMMAR SCHOOL GRADUATION.

Last year's report estimated the number of children who com-

pleted the Grammar school course, at twelve per cent. of all the children of school age, urged the necessity of doing every thing possible to increase this number, and suggested the plan of marking the completion of this course by suitable graduating exercises and the presentation of diplomas. In accordance with this suggestion such exercises occurred in Memorial Hall on the evening of Thursday, June 24, 1880, and diplomas were presented, by the Chairman of the Committee, to thirteen scholars from the Crane School and to twelve from the Eliot. There was at the same time an exhibition of the written work of all the schools in town, from an inspection of which persons interested could gain some knowledge of what the schools were doing. These exercises seem likely to accomplish what was expected of them, and I see no reason why they should not form as permanent a feature of the school year as does graduation from the High School.

YORK SCHOOL.

Last July Miss Bartlett resigned her position as teacher of this school, and the school opened in September under the charge of Miss S. Ellen Jones. From various causes—removal from the district, leaving school for work, going to the Eliot School from choice, among them—the number of children who would *under any circumstances* attend this school has become very small. The number who *did* attend was even smaller; the average daily attendance for the five school months beginning Sept. 6, 1880, being respectively 9.2, 10.1, 12.5, 11.2, 7.3. On many days the attendance was five or below that number. It being clearly impossible to have a good school at York—this being impossible because of conditions entirely beyond the control of the Committee,—I have urged the transportation of all the scholars of the district to the Eliot, where they could have the advantage of graded schools, and of successful teachers. One of the conditions of a good school is a proper number of pupils: neither too many, nor too few. The policy of transporting small outlying schools to the larger graded ones, is being successfully pursued in many places, and meets the approval of those best qualified to judge of its expediency. Such a measure generally meets with some opposition in the beginning,

but rarely fails to win approval if allowed a fair trial. It is largely a question of school economy, and there can be no doubt that considering the interests of the children of the neighborhood, and a wise expenditure of money, the plan now in operation as an experiment, is the proper one to pursue. On Monday Feb. 21st, a comfortable, covered conveyance came from York to the High School and has run every school day since. The time occupied is about a half hour, and every provision is made for the safety and comfort of the children conveyed. As an incidental advantage, this plan will provide a means of reaching the High School, from attending which some children of the neighborhood have heretofore been cut off.

OUT BUILDINGS.

The improvement now most urgently demanded—one which has been already too long delayed—is the erection of new out buildings for the Ponkapoag and Sherman Schools. I am guilty of no extravagant language, but speak the literal truth, in saying that the present buildings are a disgrace to this, or any other town. This is a matter of the most serious importance, for in the place of commodious buildings which should afford ample accommodation, strict privacy, entire separation of the sexes, and at least an opportunity for decency, we have at present *mere huts* which do not one of these things, but rather entirely forbid them all, and are a standing temptation to filth, indecency and vice. The out building at the Sherman School is a tumble-down structure 8ft. by 4ft. divided into two compartments, four feet square, one designed for the boys, the other for the girls. What entire lack of accommodation is here for a school of fifty pupils!! The facts in regard to the Ponkapoag school are so nearly identical that it is unnecessary to state them here. I cannot impress too strongly upon the Committee the necessity of replacing these abominations with buildings, which will, in some measure, at least, answer the purposes for which they are designed. I appeal to the citizens of the town to place in the hands of the school committee the means necessary to do this work. The matter is too solemn to admit of delay. Of what use is it to train the intellect, inculcate good principles, and aim to induce good habits in the school room, with

such evil influences as these for nearest neighbors? When new buildings are erected they should be of ample size, well ventilated, divided into single closets and well screened from observation. The condition of the other buildings of the town is not satisfactory, but these are the most serious cases, and I beg for them your attention and early and persistent action.

LESSER IMPROVEMENTS.

The boys' entry in the Sherman School measures 7ft. by 6ft. The girls' entry is of the same size. They are much too small for the actual needs of the school. Affording too little room for the clothing which must be left in them, they also cause a great deal of confusion in entering and leaving the building. Between these entries is a room 14ft. by 6ft. at present of no use. By the removal of partitions this space should be added to the entries. The school room itself is badly in need of painting, and of a supply of curtains. Curtains are also needed for the Eliot Primary, and for both rooms at the Gridley. The latter rooms are, from the position and surroundings of the building, darker than school rooms should be. The inside shutters, with which they are provided, make the matter worse. These should give place to light colored shades. The Ponkapoag School should be provided with new black-boards. Those in the building at present are too high for the little children to reach, of poor quality, and insufficient in amount.

GEOGRAPHY.

Maps, Globes and Books of Reference.

* In our early teaching of Geography we have made less use of the text-book than is common in many places. Lack of space will not allow any reproduction here of the outline of work pursued, or lengthy statement of principles on which the work is based. Briefly the plan is to commence with the child's location—*the here*—and work outward till the limit of the child's experience is reached. At this time correct ideas of position, distance and direction must be acquired, the child must learn all the natural divisions of land and water—by actual observation, where it is possible, and by studying the great through the small, the remote through the near, the

unseen through the seen, when the limit of personal observation has been reached. At this time he must learn how it is that large extents of country may be represented on small surfaces. This knowledge will come to him through his own efforts in first making a plan of his school room, then of the school yard, next of the village, and finally a map of his town. Assuming that in the case of most children, personal knowledge will end when the limits of the town are reached, we then take the globe as a whole and descend from it—following the law, from the whole to the part—step by step until we reach again the township. The ideal plan would require that every child be provided with a small globe, or at least that the school should be provided with a large one which the entire class could see with great distinctness. The work contemplated by these globe lessons is based entirely on the observations made by each pupil. The amount of knowledge which we try to secure at this time is not great; being limited to general notions of the shape and size of the earth, its surface as made up of continents and oceans, the relative positions of these, and a very few facts concerning them: some acquaintance with the terms most commonly used in the study, and with a few of the simplest facts pertaining to mathematical geography. This work accomplished, the class takes up a single continent—North America for instance—study it more in detail, beginning with its physical features, and descend from the study of the continent as a whole, to a study of each of its parts. Drawing is continually made use of; first as a means of learning, and then as a means of representing outlines, physical features, rivers and lakes, political divisions and location of cities. Success in carrying out this plan demands good teaching, whereas much of the “question and answer” work, so common in the use of Primary Geographies, demands no teaching whatever. On the other hand skilful teaching in accordance with the outline which we follow will produce results such as can be attained in no other way. For the successful accomplishment of this work the schools are in need of additional globes. They are well nigh destitute of maps. Some expenditures for these objects will be necessary during the present year unless the teachers are to be seriously hindered in their work. I am anxious also, to begin to supply the schools with books of reference. The amount of knowl-

edge in history and geography which scholars carry from school into life will not be very large. If the matter is allowed to end there, we have not accomplished all we may hope to. But if every teacher pays special attention to inducing in children the habit of looking up information in regard to persons, places, events and phenomena, we may thus render them a lifelong service. We commonly make a twofold division of knowledge. The first kind we know we must have about us, instantly ready for every day use. The other is treasured up for us in such store-houses of learning as dictionaries, gazetteers, encyclopædias, atlases, etc. From this—our common experience—we may learn two things. First, that in geography and history we should not attempt to force children to retain the mass of details which fill the text books. Second, instead of wasting time and energy in vain attempts to do this, we should lead them to a correct understanding of the matter, and accustom them to go on all occasions to these store-houses of knowledge and there supply their wants. Our schools are at present lacking in the equipment necessary for this work. The works needed will vary in accordance with the grade of the school, but the principle which should govern their use will be everywhere the same.

READING.

In the report presented to the Board in March, 1879, it was stated that a radical change had been made in the method of teaching reading, and a brief sketch was given of the course which we proposed to pursue. We are at length in a position to see the good fruits of the work which has been done. I am not to be understood as saying that the limit of progress has been reached. Enough, however, has been accomplished to amply reward us for the labor involved. Whether we consider the amount which the children of the third school-year read, the manner in which they read, or the interest which they take in the reading, there is much to afford us encouragement. We have been able to supply these children with sufficient reading material to render it unnecessary for them to dwell on a piece longer than is needful to exhaust the thought. They have read books enough of a given

grade to acquire confidence in themselves, and their reading is natural because they have heard no other kind in the school room. A beginning has been made toward supplying these classes of little folks with sets of primary arithmetics of the best character. These are proving very valuable, both as reading material and as a means of teaching number. Much of the early instruction in arithmetic stuffs the memory, while it starves the understanding. The legitimate product of such a course is seen in the upper grades, where pupils often show an utter lack of any comprehension of the conditions of the simplest problem. The use of these little books is designed to partially remedy that trouble. I regret that it has not been possible, during the past year, to supply material for the elementary course in history, which was mentioned in the last report. The need is now more urgent than ever. As children come up through the primary grades they will read something, and, having, as the result of our training, given them the ability to read well, and the disposition to make use of that ability, we cannot escape the responsibility of guiding them in their future selection of books. The practical way to meet this responsibility lies in putting in their way, in the school room, such kind of reading as we would have them thereafter pursue. We have commenced, with the children, the practice of memorizing standard selections suited to their ages and understandings. It is well known that young children commit to memory with great ease. If such an exercise be deemed necessary for the purpose of discipline, it is certainly advisable that the matter memorized should be of the best possible character. If any deem it unnecessary as discipline, yet the possession of some of the gems of English song can only be a source of pleasure and of profit.

WRITING.

As in the case of the reading, so here we are beginning to gather the fruits of our labor. Writing is, of course, not the most important thing taught in the schools. We may easily conceive that a school, in which every child wrote handsomely, might be an utter failure. Still, writing is one of the branches in which instruction is given, and it is wrong to be satisfied with anything

less than the best results. In our schools writing is pursued almost from the beginning as a means, and as an end. At the close of the third school year, often earlier than that, the children write on slates, or with lead-pencils, better than multitudes of scholars of double their ages.

Thus far I have spoken of writing merely as a mechanical art. In its other aspect, viz : viewed as a means of recording and conveying thought, it is of great importance, and becomes in the school room a matter of prime consequence. The work of our primary schools is resulting in the ability to write rapidly and well, but it is doing far more than this. The children are fast becoming able to make use of written language in the expression of thought. In the language thus used there is a marked improvement in the matters of spelling, punctuation, use of capitals, arrangement, etc.

Recent experiments, as well as continued observation, convince me that we are pursuing a plan, which skilfully and persistently followed, will bring about the results which we demand of it. (The experiments to which I refer, consisted in dictating to children of the second and third school years, the same simple stories which were dictated to those much older, and then in comparing results. The difference in the results so obtained, was surprisingly small, and indicates that certain ends may be attained in a child's school life much earlier than has commonly been thought possible.)

FORM.

It is a matter of common knowledge that the perceptive faculties of a child are among the earliest to come into active operation. It is equally true,—though perhaps less widely known,—that the course of study pursued in most primary schools is scarcely arranged at all in accordance with the laws of mind development. Now the teaching of form affords, among others, one of the most systematic means of training the perceptions. It also serves as a foundation for the future study of geometry, or if that branch never is studied, it imparts, aside from its value as discipline, a certain amount of useful knowledge. During the past year we have commenced this work in all the schools, except the

first year primary. I deem it well to place here the observations which stand at the head of the outline which we are following, (and which) was prepared with great care by Mr. A. G. Boyden, Principal of the Bridgewater Normal School. The entire outline is too long to reproduce.

A Course of Elementary Lessons on the Form of Bodies.

1. The object of these lessons is threefold :

- (a.) To train the pupil to observe the form of bodies.
- (b.) To acquire definite ideas of the form of bodies.
- (c.) To make the correct expression of these ideas.

2. The principles to guide the teaching are :

- (a.) Present the body first as a whole, then proceed to its parts.
- (b.) Each pupil must observe the body whose form is to be learned.
- (c.) Ideas of form are originally acquired only from the body through the senses of sight and touch.
- (d.) These elementary ideas should be so taught as to prepare the mind for the scientific study of form.

3. The method of the teaching is,—

- (a.) Present the body to each pupil.
- (b.) Lead each pupil by definite questions to get the idea from the body.
- (c.) Lead the pupil to the correct expression of the idea both in speech and in writing.

This work enables each instructor to attempt some true teaching, many of the above stated principles apply to all teaching whatsoever, a good chance is offered to make use of drawing after the bodies are really known, and additional material for language teaching is afforded.

TRAINING CLASS.

As during the two preceding autumns, a training class was organized and taught during the fall of 1880. The following young ladies were connected with this class :—

Gertrude Capen,
Ida J. Capen,
Ellen Clark,

Carrie M. Hall,
Grace A. Howard,
Annie S. Mackintosh,

M. Nellie Tufts.

These classes are of the utmost importance to a town which pays only moderate salaries to teachers. The town paying large salaries can take the most successful teachers wherever it finds them. Other towns must resort to the plan of training their own teachers, or else put inexperienced persons into the schools, there to learn everything through their own experiments and blunders, and often at the expense of the pupils.

CONCLUSION.

The remark has been made in the course of this report that we are able to discover some good results as the outcome of the work which has been done. The only feeling with which these results may properly inspire us, is one of encouragement and hope for the future. In few other pursuits is there such a tendency to lapse into the mechanical, to run into ruts, which grow continually deeper, as there is in teaching. In any community where a very decided interest has been awakened in school matters, this interest is likely to be followed by a marked reaction. In a community where much has been accomplished in the way of improving the schools,—as is notably the case in a sister town,—the feeling is likely to arise that the end has been reached, that nothing remains to be done; that the schools have, as it were, reached high-water mark, and may be left alone to care for themselves.

We may broadly divide all people who give any thought whatever to school matters into two classes. The first class believe that the attainable has been reached, that all resources have been exhausted, that everything has been done that can be done, that there are as good schools to-day as there ever will be.

The other class, while rejoicing in everything thus far accomplished, believe in a future filled with progress. They see no reason why, as other sciences advance toward completeness, the science of education should alone stand halting. Conservatives, so far as conservatism means the preservation of all the good which we now have; but not conservatives if conservatism means withdrawing into the shell of self-satisfaction, and resolutely opposing all innovations of whatever nature. Radicals, not because of a desire to tear down the structures, or cast aside all the traditions of

the past, but because progress demands that somebody shall assume the often ungracious task of modifying, or sometimes of vigorously combating existing beliefs and prejudices. I shall but reiterate an opinion already expressed in other reports, if I say that our future progress depends, more than all things else, on the *teaching* which shall hereafter be done in our schools. We cannot stand still : we must go forward or backward. And so, finally, I am constrained again to call the attention of the Committee to the momentous responsibility forced upon them in the selection of teachers. No consideration of any nature whatsoever can safely be allowed a hearing, save only that of the best interests of the children to be trained. I desire again, not as a matter of form, but because I can do no less, to testify to the great services of the teachers of Canton. My thanks are due the Committee for continued assistance and encouragement.

Respectfully submitted,

G. I. ALDRICH.

AT a meeting of the School Committee of Canton, held Thursday, March 17, 1881, the foregoing reports were adopted as the Annual Report of the School Committee.

Attest,

GEO. F. SUMNER, *Secretary.*

FINANCIAL REPORT.

TEACHERS' SALARIES.

HIGH SCHOOL.

| | | |
|------------------------|------------|------------|
| Clarence H. Berry..... | \$1.200 00 | |
| Mary L. Prescott..... | 5.50 00 | \$1.750 90 |
| | <hr/> | |

ELIOT SCHOOL.

| | | |
|-----------------------|--------|----------|
| George W. Capen..... | 860 00 | |
| Charlotte Tucker..... | 400 00 | |
| Eliza A. Sumner | 360 00 | |
| Winthrop Packard..... | 105 00 | |
| Ellen Clarke..... | 37 50 | 1.762 50 |
| | <hr/> | |

PONKAPOAG SCHOOL.

| | | |
|-----------------------|--------|--------|
| Jennie F. Ellis..... | 239 50 | |
| Ida J. Capen..... | 75 00 | |
| Winthrop Packard..... | 11 25 | 325 75 |
| | <hr/> | |

CRANE SCHOOL.

| | | |
|-------------------------|--------|--|
| Frederic L. Owen..... | 860 00 | |
| Emma P. Bense..... | 400 00 | |
| Lucie A. Hall..... | 400 00 | |
| E. Isabelle Bense..... | 344 00 | |
| Carrie L. Shattuck..... | 384 00 | |
| Julia A. Crane..... | 344 00 | |
| Ella G. Richards..... | 192 00 | |

| | | |
|-------------------------|--------|----------|
| Mary A. Seavey..... | 277 50 | |
| Carrie E. Silloway..... | 360 00 | |
| Ella M. Hill..... | 111 60 | |
| Annie A. Bent..... | 21 00 | |
| Carrie M. Hall..... | 50 00 | 3.744 10 |
| | <hr/> | |

YORK SCHOOL.

| | | |
|-------------------------|--------|--------|
| L. Jennie Bartlett..... | 144 00 | |
| S. Ellen Jones..... | 160 00 | 304 00 |
| | <hr/> | |

SHERMAN SCHOOL.

| | | |
|--------------------------|--------|--------|
| Mary J. Holmes..... | 144 00 | |
| Winifred F. O'Brion..... | 192 00 | 336 00 |
| | <hr/> | |

REVERE SCHOOL.

| | | |
|-----------------------|--------|--------|
| Mary J. Lonergan..... | 360 00 | |
| Mary Sheahan | 360 00 | 720 00 |
| | <hr/> | |

GRIDLEY SCHOOL.

| | | |
|-----------------------|--------|----------|
| Mary Scollard..... | 400 00 | |
| Helen G. Kinsley..... | 360 00 | 760 00 |
| | <hr/> | |
| | | 9.702 35 |

CARE OF ROOMS.

| | | |
|-------------------|---------|--------|
| High School..... | \$41 00 | |
| Eliot " | 84 00 | |
| Ponkapoag " | 30 50 | |
| Crane " | 341 65 | |
| York " | 20 00 | |
| Sherman " | 25 75 | |
| Revere " | 77 02 | |
| Gridley " | 62 50 | 682 42 |
| | <hr/> | |

FUEL.

| | | |
|------------------|---------|--------|
| High School..... | \$86 20 | |
| Eliot | 63 20 | |
| Ponkapoag | 20 00 | |
| Crane | 160 17 | |
| York | 19 50 | |
| Sherman | 27 20 | |
| Revere | 44 70 | |
| Gridley | 39 20 | 460 17 |

REPAIRS.

HIGH SCHOOL.

| | | |
|--|-------|-------|
| S. Bright, labor and stock for laboratory..... | 16 74 | |
| D. M. Goodrich, stove for laboratory,—labor... | 23 10 | |
| S. C. Downes, repairing clock and pump..... | 4 30 | 44 14 |

PONKAPOAG SCHOOL.

| | | |
|------------------------------------|--|------|
| W. S. Shaw, glass and setting..... | | 1 60 |
|------------------------------------|--|------|

CRANE SCHOOL.

| | | |
|---|--------|--------|
| D. M. Goodrich, stoves, funnel, &c..... | 165 62 | |
| Wm. Blackman, labor and stock..... | 139 37 | |
| Geo. W. Saunders, labor and stock..... | 26 93 | |
| John Farquhar's Sons, roofing..... | 32 81 | 364 73 |

YORK SCHOOL.

| | | |
|--|--|------|
| Wm. Blackman, repairing doors and flooring . | | 8 50 |
|--|--|------|

SHERMAN SCHOOL.

| | | |
|---|-------|-------|
| P. A. Wales & Sons, repairing pump..... | 3 50 | |
| J. A. Swasey, black-boards..... | 19 82 | |
| Peter Farrell, plastering..... | 10 00 | |
| Wm. Blackman, labor and stock..... | 29 22 | 62 54 |

REVERE SCHOOL.

| | | |
|---|-------|-------|
| W. E. Pierce, labor and stock..... | 5 20 | |
| D. M. Goodrich, stoves, funnel, labor, etc..... | 80 47 | |
| Peter Farrell, plastering..... | 9 50 | 95 17 |

GRIDLEY SCHOOL.

| | | |
|---|-------|--------|
| Geo. W. Saunders, labor and stock..... | 13 50 | |
| Wm. Blackman, " " | 28 75 | |
| W. E. Pierce, " " | 9 00 | |
| Peter Farrell, plastering..... | 17 00 | |
| P. A. Wales & Sons, repairing pump..... | 3 50 | |
| J. A. Swasey, blackboarding..... | 41 60 | 113 35 |
| | | <hr/> |
| Peter Farrell, lime, hair and cement..... | | 10 25 |
| | | <hr/> |
| | | 700 28 |

INCIDENTALS.

HIGH SCHOOL.

| | | |
|--|-------|--------|
| C. H. Berry, books, papers, chemicals and apparatus..... | 50 98 | |
| Wm. Bense, printing..... | 21 90 | |
| Music for graduation..... | 10 00 | |
| Willard Small, atlases and lexicon..... | 14 00 | |
| Wm. Ware & Co. dictionary..... | 6 75 | |
| E. & N. Bent, supplies..... | 2 09 | 105 72 |

ELIOT SCHOOL.

| | | |
|---|-------|-------|
| Billings Hewitt, trees, labor and travel..... | 27 95 | |
| E. & N. Bent, supplies..... | 70 | |
| N. E. School Fur. Co., supplies..... | 3 00 | 31 65 |

PONKAPOAG SCHOOL.

| | | |
|--|-------|-------|
| N. E. School Fur. Co., chairs..... | 3 58 | |
| John Gerald, grading yard..... | 31 35 | |
| F. R. Bird, paid for grate and duster..... | 3 05 | |
| Wm. Blackman, putting up hooks..... | 1 08 | 39 06 |

CRANE SCHOOL.

| | | |
|---|-------|-------|
| F. L. Owen, freight and rent of organ..... | 20 50 | |
| N. E. School Fur. Co., mats, dusters, &c..... | 12 55 | |
| E. & N. Bent, supplies..... | 9 25 | |
| Geo. W. Saunders, setting glass, &c..... | 9 81 | 52 11 |

YORK SCHOOL.

| | |
|-----------------------------|------|
| Jesse Fenno, cash paid..... | 4 03 |
|-----------------------------|------|

SHERMAN SCHOOL.

| | | |
|--------------------------------------|--------|--------|
| E. B. Bridgman, desks..... | 154 59 | |
| G. I. Aldrich, freight on desks..... | 12 71 | |
| E. & N. Bent, supplies..... | 33 | |
| C. H. Smith, cleaning clock..... | 75 | |
| Wm. Blackman, labor..... | 75 | |
| Geo. W. Saunders, setting glass..... | 75 | 169 88 |

REVERE SCHOOL.

| | | |
|----------------------------------|------|----------|
| E. & N. Bent, supplies..... | 70 | |
| P. Farrell, labor and stock..... | 1 50 | 2 20 |
| | | <hr/> |
| | | \$404 65 |

MISCELLANEOUS.

| | |
|---|--------|
| Porter & Coates, reading books..... | 8 91 |
| Willard Small, books..... | 3 15 |
| Cochrane & Sampson, printing..... | 9 50 |
| M. W. Tewkesbury, books..... | 12 56 |
| Winkley, Thorp & Dresser, crayon, etc..... | 42 72 |
| Wm. Ware & Co., Walton's cards, etc..... | 12 83 |
| Byam Bros. express and carting..... | 30 15 |
| N. E. School Fur. Co., school supplies..... | 135 72 |
| Rand, Avery & Co., plate for school report..... | 2 50 |
| D. Appleton, readers and blanks..... | 7 25 |
| Woolworth & Co., blank books..... | 18 72 |
| Geo. F. Sumner, services as secretary..... | 25 00 |
| Wm. Bense, printing school report, &c..... | 101 85 |
| J. W. C. Gilman & Co., spelling papers..... | 7 50 |
| Cowperthwait & Co., books..... | 8 00 |
| F. A. Packard & Co., paper..... | 5 25 |
| Hall & Whiting, books..... | 6 76 |
| Knight, Adams & Co., books..... | 28 97 |
| E. J. Farrington, printing..... | 1 75 |
| D. M. Goodrich, dishes for Convention..... | 1 16 |
| Abram French & Co., " " | 23 85 |

| | | |
|---|-------|--------|
| G. I. Aldrich, paid for ribbon, piano, etc..... | 15 70 | |
| E. B. Thorndike, printing..... | 2 00 | |
| R. S. Davis & Co., books..... | 15 00 | |
| Ginn & Heath, language lessons..... | 5 60 | |
| W. W. Brooks, books..... | 13 17 | |
| Lord & Robinson, shovel..... | 1 00 | |
| A. C. Stockin, 20 Wentworth's Problems..... | 5 80 | |
| W. W. Pratt, weather strips..... | 6 19 | |
| A. C. Stockin, spellers..... | 3 20 | |
| A. J. Wilkinson, door springs..... | 4 75 | |
| Geo. Chapman, posts..... | 8 10 | 574 61 |

MASSAPOAG SCHOOL.

| | | |
|---|--------|--------|
| E. B. Bridgman, desks..... | 129 24 | |
| G. I. Aldrich, freight on above..... | 2 76 | |
| A. G. Whitcomb, teacher's desk..... | 20 00 | |
| G. I. Aldrich, freight on above..... | 51 | |
| Peter Farrell, labor and stock..... | 17 00 | |
| J. A. Swasey, blackboarding..... | 18 65 | |
| N. E. S. Fur. Co., supplies..... | 11 42 | |
| Wm. Blackman, labor and stock..... | 141 73 | |
| Estate Oliver Ames, rent nine months..... | 131 25 | 472 56 |

| | | |
|-----------------------------------|--|--------|
| Digging well at Crane School..... | | 560 00 |
|-----------------------------------|--|--------|

TOWN OF CANTON IN ACCOUNT WITH PUBLIC SCHOOLS.

| Dr. | Cr. |
|--|---|
| Appropriation for Teachers' salaries, fuel, and care of rooms.....\$10,400 00 | Teaching..... \$9,702 35 |
| Repairs and incidentals..... 1,650 00 | Care of rooms..... 682 42 |
| Supervision..... 1,100 00 | Fuel..... 460 17 |
| New School..... 500 00 | Repairs..... 700 28 |
| Dog tax..... 402 14 | Incidentals..... 404 65 |
| School fund..... 191 95 | Miscellaneous..... 574 61 |
| Balance,—excess of appropriation..... 427 95 | New School..... 472 56 |
| | Supervision..... 1,115 00 |
| | *Digging well,—Crane School..... 560 00 |
| | <hr/> \$14,672 04 |

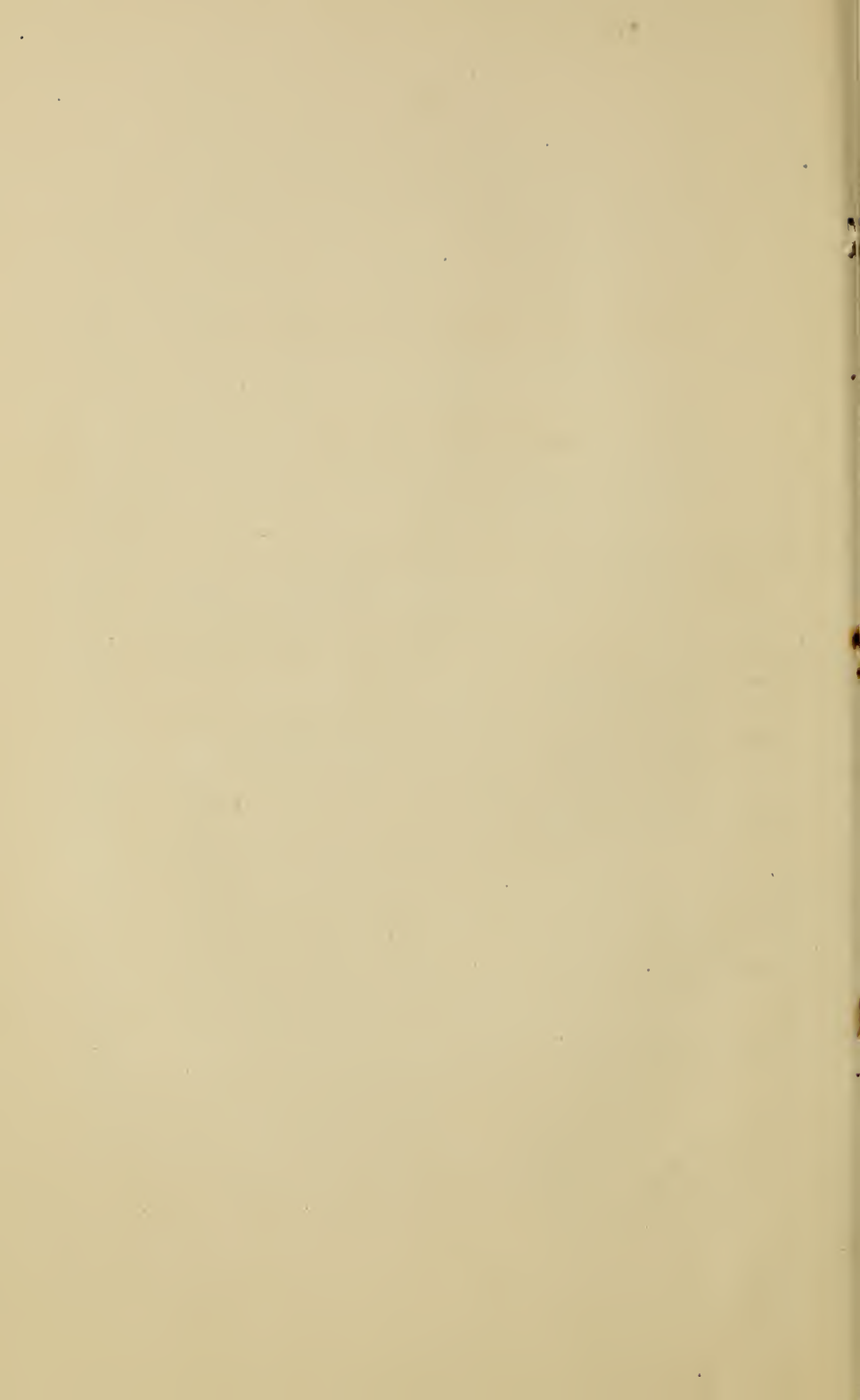
*Mention was made in last year's report of the urgent necessity of providing a water supply for the Crane School, but no appropriation was asked for the purpose. During the year, the sub-committee of the school finding himself cut off from the wells previously used, and being unable to make other satisfactory arrangements, determined to take advantage of the dry season and dig a well in the school-house yard. This has been done, and a well of forty feet depth has been blasted through the solid rock. This undertaking, as the above balance sheet shows, has involved an expenditure of \$560, and has caused the Committee to overrun the appropriation voted by the town. The Committee have no doubt of the wisdom of this expenditure, and this explanation is made for the purpose of freeing themselves from the responsibility of willingly exceeding the amount voted for school purposes.

REPORT OF ATTENDANCE, ETC., FROM MARCH 1, 1880, TO MARCH 1, 1881.

| SCHOOLS. | TEACHERS. | Whole No. Enrolled. | Whole No. of Diff. Pupils | Average Number. | Average Daily Attend'ce. | Per cent Daily Attend'ce. | Number of Tardinesses <i>pro rata</i> of Av. Attend'ce. | Cases of Truancy. | *Number of Visits. |
|-----------------|---|---------------------|---------------------------|-----------------|--------------------------|---------------------------|--|-------------------|--------------------|
| High..... | { C. H. Berry, Prin. Mary L. Prescott. | 71 | 49 | 47.7 | 46. | 96 | .65 | 1 | 45 |
| Eliot.. | | | | | | | | | |
| A & B Gram. | { G. W. Capen, Prin. Ellen Clarke. | 76 | 53 | 44.2 | 41.5 | 93 | 1.3 | 3 | 77 |
| CD Gram. A Pr. | Charlotte Tucker. | 49 | 43 | 31.3 | 29.5 | 94 | 2.1 | 1 | 86 |
| B C D Primary. | Eliza A. Sumner. | 51 | 51 | 37.4 | 34.6 | 92 | 2.22 | | 95 |
| | Total..... | 176 | 147 | 112.9 | 105.6 | 93 | 1.92 | 4 | 258 |
| Ponkapoag. | | | | | | | | | |
| Mixed..... | Jennie F. Ellis | 37 | 37 | 26.7 | 25.4 | 95 | .59 | | 91 |
| Crane. | | | | | | | | | |
| A Grammar. .. | { F. L. Owen, Prin. Emma P. Bense. | 105 | 78 | 45.7 | 44. | 96 | .97 | | 64 |
| B " | Lucie A. Hall | 80 | 42 | 32. | 30.7 | 95 | 2.34 | 4 | 116 |
| C " | E. I. Bense. | 85 | 51 | 38.6 | 36. | 93 | 1.27 | 6 | 46 |
| D " | Carrie L. Shattuck. | 82 | 49 | 39.2 | 36.2 | 92 | 1.54 | 3 | 99 |
| A Primary..... | Julia A. Crane. | 84 | 51 | 41. | 37.9 | 92 | 2.5 | 2 | 100 |
| B " | Ella G. Richards. | 81 | 61 | 52.4 | 49. | 93 | 1.77 | | 137 |
| C " | Mary A. Seavey. | 98 | 93 | 47.6 | 44.3 | 93 | 2.16 | 1 | 223 |
| D " | { Carrie E. Silloway. Carrie M. Hall. | 84 | 34 | 50.4 | 46.8 | 92 | 1.3 | | 120 |
| D Pr. Massapoag | | | | | | | | | |
| | Total..... | 699 | 459 | 346.9 | 324.9 | 93 | 1.71 | 16 | 905 |
| †York. | | | | | | | | | |
| Mixed..... | S. Ellen Jones. | 28 | 28 | 15.4 | 14.3 | 92 | 1.95 | | 69 |
| Sherman. | | | | | | | | | |
| Mixed..... | Winifred F. O'Brien. | 51 | 50 | 37.4 | 34.7 | 92 | 1.64 | | 77 |
| Revere. | | | | | | | | | |
| CD Gram. A Pr. | Mary J. Lonergan. | 65 | 55 | 32.3 | 30.5 | 94 | 2.32 | 5 | 34 |
| B C D Primary.. | Mary Sheahan | 84 | 83 | 45.4 | 43. | 94 | .83 | | 21 |
| | Total..... | 149 | 138 | 77.7 | 73.5 | 94 | 1.45 | 5 | 55 |
| Gridley. | | | | | | | | | |
| CD Gram. A Pr. | Mary Scollard. | 44 | 37 | 29.6 | 27.4 | 92 | 1.13 | 1 | 60 |
| B C D Primary. | Helen G. Kinsley. | 59 | 57 | 38.5 | 35.6 | 92 | 1.37 | | 75 |
| | Total..... | 103 | 94 | 68.1 | 63. | 92 | 1.27 | 1 | 135 |
| | Grand Total..... | | 1002 | 732.8 | 687.4 | 93 | 1.56 | 27 | 1635 |

*Including visitors on Public Days, but not including visits of Superintendent.

†For nine school months.



CANTON PUBLIC LIBRARY.

R E P O R T.

THE TRUSTEES OF THE PUBLIC LIBRARY RESPECTFULLY REPORT AS FOLLOWS:

IT appeared to the Trustees that the present occasion would be an appropriate one to give a brief history of the library, from its inception, and thus place on record what may, in the future, be interesting to refer to; they have, therefore, collected the following facts and submit them as a part of their report.

In the early part of the year 1872, REV. JOSEPH F. JENNISON, (then Pastor of the Evangelical Cong'l Church,)—together with others who materially assisted in the undertaking,—conceived the idea of organizing a Public Reading Room, with other means of social improvement, for the benefit, especially, of the young people of the town; acting on that idea, he immediately commenced to solicit funds for the furtherance of this object, in which he was highly successful. He then secured the use of the hall of Revere Post, 94, G. A. R., in which was inaugurated the Canton Reading Room.

The reading room project thus commenced, continued, for a series of months, to be the favorite resort of our young people, where they had the benefit of daily and weekly papers, magazines, and a small library, donated by citizens of the town; but in less than a year's time it became apparent that an institution based upon voluntary contributions only, for its maintenance, carried

with it an element of weakness and uncertainty that would in a short time, utterly paralyze, if not destroy it.

At about this juncture Mr. Jennison removed to another town, and the reading room with its appurtenances was assumed by Revere Post, as custodians, and MR. FRANK G. WEBSTER, who was at that time one of our citizens and a member of the Post, entered upon the duties of librarian, and with public-spirited zeal and untiring energy, with but slight assistance, continued his services for several months, feeling well repaid and cheered in his labor by the avidity with which the books were sought. It soon became evident, however, that the proper service of the library and care of the books, was too arduous a task under the then existing arrangement, and Mr. Webster was constrained to ask the town, at the annual meeting in April, 1875, to assume the library, as one of its institutions, appropriate a sum of money for its support, and appoint a Board of Trustees for its government, all of which the town was pleased to do, and thus was instituted the

Canton Public Library.

The Board of Trustees as then appointed was composed of the following gentlemen, who met and organized: Frank G. Webster, Chairman; Frederic Endicott, William Bense, Elijah A. Morse, Arthur C. Kollock, Wm. H. Little, and Thomas Lonergan, Secretary.

Opened to the public as a town library June 6, 1875.

The first location of the library was in Grand Army hall, on Washington street, afterward in Masonic building, on Church street, and on the completion of Memorial Hall, it was removed to the ample and commodious rooms set apart for its accommodation, where it meets with a steadily increasing patronage of those who read and study, not altogether for entertainment, or idle pastime. Judging from the general character of the books selected, it is fair to presume that a large proportion of them are read with reference to a higher intelligence and with aspirations to that mental power that comes from knowledge; and it is safe to believe that this path to a better education, now open to our people through the aid of advanced literature, will in due time bear its legitimate fruit.

During the past year, 17,115 books have been taken from the library, and not one has been lost.

In making selections of books for the library, special pains have been taken that the lighter class of literature should have no undue preponderance, and the catalogue shows in about the following proportion the character of the books contained therein, viz:—Works of Fiction, (many of which might properly be classed as General Literature,) 1220; Travels 149; Juvenile and Miscellaneous 248; Historical 309; Scientific 334; Poetical 36; Literature 244; Public Documents, etc. 210; Agricultural 153.

We take this occasion to return sincere thanks to those of our citizens and others who have favored us with valuable donations of books,—especially the following gentlemen: Hon. Nahum Capen, Nathaniel Dunbar, F. M. Ames, Edwin Wentworth, Henry Buswell, Esq., D. T. V. Huntoon and others; and it is hoped that the example of these gentlemen will be supplemented by gifts of books or other material of a literary character, for the further enlargement and enrichment of the already valuable collection provided by the town for the intellectual culture of its inhabitants, to the end that the town may feel that it has not been unmindful of those things that are so essential to the maintenance of intelligence in its community.

The uses of a free library are manifold; it supplements the elementary acquirements of the common school, where rudimentary education only is attainable;—it presents a wider range for study in historic lore,—the word-painting of the most gifted masters of Poetry and Literature;—Science, Art, Mechanics, and whatever else is valuable and useful that may be derived from books. It is a fountain, free and open, at which all who will may slake their thirst for knowledge.

The amount of money appropriated by the town for fitting up library rooms, for books and library expenses, was \$1,550 00

Received from fines and sales of catalogues, 54 00

\$1,604 00

| | |
|--|------------|
| Paid Mrs. A. J. Snow, for services as librarian, | . \$206 00 |
| L. E. Wentworth, rent of library room, | . 12 50 |
| J. S. Paine, furniture for " " | . 605 30 |
| A. J. Paul, gas fixtures, | . 68 50 |
| Estes & Lauriat, books, | . 436 18 |
| William Bense, printing and cover paper, | . 66 25 |
| Frederic Eeles, for re-binding books, &c. | . 27 60 |
| R. & R. Economy Co., books, | . 7 50 |
| Rogers & Co., supplies, | . 2 50 |
| B. W. Clark, books, | . 14 00 |
| E. O. & H. Fuller, supplies, | . 4 75 |
| L. G. Weston, carpenter work, | . 2 00 |
| Samuel Bright, " " | . 6 50 |
| Byam Bros. express, | . 14 15 |
| D. C. F. Ellis, supplies, | . 1 71 |
| Willis S. Shepard, books, | . 29 06 |
| G. M. Endicott, insurance, | . 22 00 |
| Frederic Endicott, labor and supplies, | . 78 20 |
| | <hr/> |
| | \$1,604 70 |

Respectfully submitted,

WILLIAM BENSE,
 ARTHUR C. KOLLOCK,
 FREDERIC ENDICOTT,
 THOMAS LONERGAN,
 WILLIS S. SHEPARD,
 D. T. V. HUNTOON,
 ELWIN A. CAPEN,
 A. A. HARRINGTON,

TRUSTEES
 OF
 PUBLIC
 LIBRARY.



